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No. 44810

IN THE
SUPREME COURT OF DELAWARE
1952 TERM

Office - Supreme Court, U.S.
FILED
NOV 13 1952
HAROLD B. WILLEY, Clerk

FRANCIS B. GEBHART, et al.,
Appellants,
vs.
ETHEL LOUISE BELTON, an Infant, by her Guard-
ian ad Litem, Ethel Belton, et al.,
Appellees.

No. 15

FRANCIS B. GEBHART, et al.,
Appellants,
vs.
SHIRLEY BARBARA BULAH, an Infant, by her Guard-
ian ad Litem, Sarah Bulah, et al.,
Appellees.

No. 16

ETHEL LOUISE BELTON, an Infant, by her Guard-
ian ad Litem, Ethel Belton, et al.,
Plaintiffs-Appellants,
vs.
FRANCIS B. GEBHART, et al.,
Defendants-Appellees.

No. 17

SHIRLEY BARBARA BULAH, an Infant, by her Guard-
ian ad Litem, Sarah Bulah, et al.,
Plaintiffs-Appellants,
vs.
FRANCIS B. GEBHART, et al.,
Defendants-Appellees.

No. 18

APPENDIX OF APPELLEES (PLAINTIFFS BELOW)
AND PLAINTIFFS-APPELLANTS
On Appeal from the Court of Chancery, New Castle County

LOUIS L. REDDING
JACK GREENBERG
*Counsel for Appellees (Plaintiffs below)
and Plaintiffs-Appellants.*

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[393] GEORGE GORHAM LANE, called as a witness on behalf of the plaintiffs, being first duly sworn, testified as follows:

Direct examination by Mr. Greenberg.

* * * * *

Q. Will you tell us something of your educational background, Doctor? A. Yes, I received the Bachelor of Science degree from Tufts College, Master of Arts degree from Ohio State University, Ph.D. degree from Ohio State University.

Q. Tell us something of your occupational background, [394] Doctor. A. I have worked for the Occupational Analysis Division of the United States Employment Service, worked for the National Research Council in Washington, D. C. I have taught at George Washington University, Ohio State University, and at the present time I am Associate Professor of Psychology at the University of Delaware.

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Q. Have you published at all in your field? A. Yes. I am co-author of a general textbook in the field of psychology that was published last year and have several reports in publications of the National Academy of Science and other psychological journals.

Q. Do you belong to any professional organizations? A. Yes, I belong to the American Psychological Association, the American Association for the Advancement of Science, the Society for the Psychological Study of Social Issues, Sigma Xi, the Delaware Psychological Association.

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Q. Have you held office in the Delaware Psychological Association? A. I was president of the Delaware Psychological Association.

Q. Without having to read the question, Dr. Lane, would you please give the court your opinion?

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George Gorham Lane—For Plaintiffs—Direct.

[395] (The question referred to is as follows:

Q. Assume that in the State of Delaware there is a system of legally racially segregated schools; that a Negro child must attend a school for Negroes only, but that if there were no segregation he would attend a school not limited to Negroes only. Assuming further all other educational opportunities to be equal, does this enforced legal separation injure the Negro child?)

The Witness: My opinion is that segregation definitely does injure the individual, those segregated.

I would like to mention briefly from two points of view why I say this is so.

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First of all from the point of view of total development of the child's personality, and secondly from the point of view of the child's opportunities to learn the skills and abilities which are required of him in a democratic system.

The first concept is the familiar concept that segregation implies a certain concept that the person is inferior or different. If other people reacted to him that way and this is legally sanctioned as though he were different, he will in turn begin to take on the pattern of behavior in accordance with that. This concept, this self concept, has been shown many times in the field of clinical psychology to [396] be the dominant motivating force in determining how the individual reacts.

456 That self concept of inferiority very often results in the persons having very low levels of aspiration. That is to say, they don't seek very high goals. His behavior appears apathetic.

In the first place, now, a person who is apathetic is not a very efficient learner, because we have ample experimental data to indicate that the stronger the motivation, the more definite and higher the goals, the more effectively a person will learn.

In the second place if the person has the concept that he is inferior or different, and that is given to him, I don't think that he will experiment with his environment, and one of the things we know is absolutely necessary in order for persons to learn is the fact that he must experiment widely in his environment, he must actively participate in the things he is trying to learn, and must have an opportunity for a wide variety of experiences.

Segregation it seems to me will prevent all of these principles which are well established in psychology.

I would like to add one more clinical observation also, that many times you have children functioning on a very [397] low level, apathetic and not learning, through a counselling process when you change their concept of themselves and when you teach them they are not different and not inferior, you get amazing changes in the level on which they perform. I might say as far as this apathy is concerned I have made several observations since I have been here in Delaware, just observations of my own students that I have had. Students who are products of segregated education in the classroom do not participate to the extent that other students do. They seem fearful of asking questions and volunteering information. They give the general appearance of feeling inferior, apathetic, and afraid, and of course that leads me to the last point, that segregation is a restriction which may lead—and we know that any restriction may lead—to an outward submission, but the possibility of inner tensions which are not resolved, hostile tendencies. This is an example of emotional obstruction, and when a person is emotional, his perception is distorted, his ability to learn is distorted, and we have ample evidence of that clinically—that the emotionally tense or the emotionally disturbed person cannot learn. Through therapy in which you reduce any of the causes of his hostility or emotion, you can bring a rather startling, in many cases, improvement in his actual ability and health.

* * * * *